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ABSTRACT

This report presents the results of two years of work by a 12-member task force which surveyed faculty and administrators at 51 universities regarding their opinions about the importance and stature of teaching as the central role of the university. Over 800 questionnaires were returned, with one from the provost at each institution and the rest from randomly selected faculty. The institutions were selected from those having membership in the National Association of State universities and Land-Grant Colleges and in the Teacher Education Council of State Colleges. The survey found that while the majority of respondents had gained rank and tenure, they considered the system of faculty rewards to be in need of change. There was general agreement that faculty were under pressure to do research and to publish in refereed academic journals in order to gain tenure and promotions. It was felt that there was less emphasis on excellence in teaching and professional service as the basis for earning rewards. Generally, it was seen that new tenure, promotion, and merit models must be developed and implemented. Appendices include a description of the Richardson Foundation Forum, a description of the Restructuring Task Force, and an explanation of the Differentiated Staffing Model. (JLS)

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RESTRUCTURING THE UNIVERSITY REWARD SYSTEM

HE 030 515

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"It is perhaps not too much to say that the ability of American higher education to respond adequately to the challenges of a new era can be measured by its progress in devising new and more appropriate means for recognizing and rewarding faculty performance."

— Blaine A. Brownell, Ph.D.
Provost & Vice President
for Academic Affairs
University of North Texas
Denton, Texas

"The success of any collaborative project between schools and universities is dependent upon the key participants' 'being there' to communicate, collaborate, and build relationships based on trust. This requires a commitment on the part of universities to reward faculty members for getting out of the 'ivory towers' and actively working in the trenches - the schools. Without a rethinking of the rewards system, those energetic faculty members who would help to facilitate positive change will not have the opportunity to make a lasting contribution."

— Melinda T. Cowart, Ed.D.
Assistant Professor
College of Education
University of North Texas
Denton, Texas

"This report is 'must reading' for all administrators involved with decision-making within the university faculty reward system. Teacher educators' expertise and scholarship, as defined in ATE's *Master Teacher Educator Standards*, cannot be fully recognized in the restrictive tripartite system that now exists on most university campuses. This report substantiates the need to build on Boyer's work in *Scholarship Reconsidered*..., to overhaul an archaic reward system that devalues the scholarship of application in service."

— Margaret F. (Peggy) Ishler, Ed.D.
1996-97 President
Association of Teacher Educators
Chair, Department of Curriculum & Instruction
University of Northern Iowa
Cedar Falls, Iowa

"We need to create in universities strong reward systems where somewhat less research and more replication and implementation lead to the work of going out and doing, not just inventing. Too much emphasis is on the person who writes the research paper and not enough on the person who goes out and actually makes the change and has results."

— James Ketelsen
Former Chief Executive Officer
Tenneco, Inc.
Houston, Texas

"As we approach the twenty-first century, it is imperative that higher education reevaluate its role and mission in order to meet the demands of tomorrow. Assisting higher education in that process, the work of the Sid W. Richardson Foundation Forum Task Force has contributed to the discussions taking place on many campuses.

"A notable recent contribution is this report, entitled *Restructuring the University Reward System*. The report reviews the current reward system that exists on most campuses and discusses its weaknesses based upon survey input from provosts, deans, and faculty. It is clear the higher education community is concerned that the current reward system offers the wrong incentives, yet there has been little movement to change. The time for change is now."

— John T. Montford
Chancellor
Texas Tech University and
Texas Tech University Health Sciences Center
Lubbock, Texas

"At no other time in the history of higher education has the need for comprehensive, quantifiable performance indicators been higher. Funds and budgets continue to be limited, competition is increasing, and public demand for accountability remains strong. To respond, we, as proponents of higher education, must be able to develop and implement performance standards for faculty and administration that are meaningful and results-oriented.

"Through discussion, debate, creativity, and studies like this one, I am confident we will find the answers for which we are searching."

— Barry B. Thompson, Ph.D.
Chancellor
The Texas A&M University System
College Station, Texas

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SID W. RICHARDSON FOUNDATION
309 Main Street
Fort Worth, Texas 76102
817/336-0494

Dear Friend of Education:

In the minds of most of us, the university is a place where our sons and daughters enroll to benefit from the intellectual interaction with able, stimulating faculty and enthusiastic peers — to learn, to grow, to prepare for a productive life. Too often, we and our students are disappointed by the quality of the teaching and learning that takes place. The emphasis on the research part of the university mission seems to have minimized the role of teaching, with negative effect on student learning.

The Sid W. Richardson Foundation Forum Task Force on Restructuring the University Reward System has confirmed this impression. In a survey of 156 universities, the task force determined that faculty do not perceive excellent teaching or service to their professions as being as important as research in influencing decisions on promotion, tenure, or merit pay.

Because we believe that these perceptions, their origins, and their impact on the future are of interest to every person concerned about higher education, we have prepared a report on the task force's survey. The report also suggests a method for differentiating faculty roles that could serve as a model for universities across the country.

The report that follows presents the results of almost two years of work by the twelve-member task force, assisted by numerous other individuals and organizations. We express our appreciation to all of them, but especially to Dr. Frances van Tassell, chair of the task force, who provided outstanding leadership and devoted endless hours to the development of this report. We hope the report will stimulate further discussion and action to improve one of our nation's most valuable assets — our universities.

Valleau Wilkie, Jr.
Executive Director
Sid W. Richardson Foundation

PREFACE

Societal expectations change as societies continually evolve. Public and political outcry call for change in practices in various segments of society. A significant area of contemporary public interest involves how universities reward faculty with tenure, promotion, and merit pay. Practices which once were deemed effective and appropriate currently appear obsolete and less than adequate. Consequently, higher education is being challenged to be more accountable to societal demands.

The Sid W. Richardson Foundation Forum recognized the need for change and, thus, initiated several task forces. Among those appointed was the Task Force on Restructuring the University Reward System, which was commissioned to (1) research the status of how universities reward faculty in tenure, promotion, and merit decisions, and (2) to suggest appropriate changes to prevailing reward system structures. A chair was appointed and vested with the responsibilities of assembling a task force and concluding a report.

Membership of the Restructuring Task Force included persons from business, industry, public schools, professional associations, and universities. Such diversity ensured broad and in-depth perspectives regarding appropriate measures for rewarding faculty who are productive in various accomplishments, and ensured that all constituents of the educational arena were sufficiently represented.

This task force met monthly for two years, first in deliberation and study of prevailing practices and requisite calls for change, then in preparation and finalization of the report. Individual members contributed various perspectives and understandings of how universities recognize faculty productivity. Members external to educational circles expressed concern that faculty productivity had little impact on the public served by the university. As a result of this concern, task force members conducted a nationwide survey to determine current practices and perspectives regarding university reward system structures.

The national survey was conducted, which resulted in over 800 questionnaires being returned by a representative sample of university administration and faculty. Responses were analyzed, with a focus on current practices and respondents' suggestions for change. The task force then deliberated appropriate recommendations for change in procedures and practices which would be representative of public and political demands, as well as suggestions made by respondents. Possible barriers to recommended changes and necessary components of the change process were subsequently acknowledged.

The work of the late Ernest Boyer had significant impact on deliberations of this task-force. Boyer's previous national survey guided the work of the task force and provided substantial background information. Acknowledgment and appreciation are noted for Boyer's many contributions to education. His leadership historically exemplifies the commitment necessary to enact the changes suggested by this task force.

Frances van Tassell, Ed.D.
Chair, Task Force on Restructuring the
University Reward System
Sid W. Richardson Foundation Forum

EXECUTIVE SUMMARY

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The Public Challenge

In February 1995 the CBS television show, *60 Minutes*, featured a documentary entitled "College Teaching - Get Real," which dealt with the fallacies and inconsistencies of policies regarding faculty tenure, promotion, and merit pay decisions. This show was evidence that a controversy long building on university campuses had finally reached the public consciousness. Emphasis on research to the detriment of teaching and service has been a topic of controversy within academia for decades. The effects of this policy have now become so obvious that public confidence in higher education is being undermined. The time has come for institutions of higher education to reform themselves before change is forced upon them.

A Call for Change

Studies of current reward systems indicate that such systems have remained status quo far too long, with little adjustment for changing educational needs. Findings by this task force clearly indicate that a need for change is recognized across university campuses, particularly regarding recognition of quality teaching.

Previous studies and reports have also focused on the need for change, where teaching would be recognized as important in scholarly activity. In 1990 the late Ernest Boyer challenged the education profession in his report, *Scholarship Reconsidered: Priorities of the Professorate*. Boyer called for a restructuring of the reward system in higher education, especially in doctoral granting universities that focus on research and grants. Boyer stated that "on campuses across the nation, there is a recognition that the faculty reward system does not match the full range of academic functions and that professors are often caught between competing obligations" (p. 1).

D.A. Schon, in 1995, warned that knowledge which is responsibly applied and teaching that transforms knowledge may well conflict with prevailing views inherent in research universities. Schon considered teaching a form of scholarship in settings where knowledge is learned and applied in action ways. He encouraged a new view of scholarly activity, supporting a scholarship of application through action research where knowledge is responsibly applied to current problems and issues, rather than traditional laboratory experimentation or statistical analysis.

Significant restructuring is recognized as necessary by educators, legislators, the public, and media as this society moves into an information processing era. Faculty and administrators among institutions of higher education must accept changes in practices which lead to tenure, promotion, and rewards.

Quality teaching by faculty in higher education institutions has seemingly been ignored and/or trivialized. Faculty members who dedicate themselves to teaching seldom receive recognition or reward, thus perhaps becoming "invisible professors." Reward, promotion, and tenure decisions appear to be dominated by what an individual has achieved in research grants and publications, far more so than in teaching. When teaching *is* part of the evaluation process, it appears to be used to deny tenure or promotion because of "poor teaching" or due to a concurrent lack of "scholarly endeavors."

Universities whose focus is research must extend status and salary incentives to professors who dedicate time and energy toward teaching and who are successful in the classroom, as well as those who are proficient in research and writing. As Boyer suggested, universities will provide evidence of the regard for "teaching excellence as a hallmark of professional success" (pp. 57-58) when appropriate recognition is given to exemplary teaching.

Despite a lack of concentrated focus on recognition of quality teaching in the past, there appears to be a current movement in higher education to take teaching seriously. For example, the 1987 National Conference on Higher Education, American Higher Education Association, used "Taking Teaching Seriously" as its theme. More recently, in a 1995 Florida case, an assistant professor at a Florida university won tenure based solely on teaching and community service. M.C. Cage (1995), the reporting author, suggested that faculty in Florida may soon be offered the option of either a tenure track which balances the tripartite (teaching, research, and service), or one which focuses on only teaching and service. This restructuring of the reward system is similar to what another Florida university plans, where faculty will have the option of a tenure track or a multi-year contract. University regents throughout Florida are considering changes which place more emphasis on teaching.

Boyer clearly believed that teaching must be a recognized component of scholarly activity and that the continuity and store of knowledge are greatly dependent on the function of teaching. He stated in his report that "...in the end, inspired teaching keeps the flame of scholarship alive" (p. 24).

A high standard of expectation for quality teaching is particularly important at research-oriented institutions of higher education, where the public places ultimate trust for preparing an educated society. Boyer believed that research centers must place value on the integration and application of knowledge. He explained that research institutions must aggressively support the teaching element of the tripartite, while maintaining a basic expectation for research and publication.

Higher education institutions are obligated to provide students a quality education; therefore, faculty must be conscientious teachers as well as effective researchers. Recognition of quality teaching is necessary as the focus in education moves from teaching to learning.

In addition, rewards and recognition for faculty who collaborate with professionals in the field, with communities who are the benefactors, and/or with stakeholders at all levels, will bring evidence that higher education is responsive to the calls for change in how universities are meeting today's needs. A redesigned consideration of tripartite weights, where quality teaching is seen as a necessary and comparable component, will ensure the dissatisfied public that institutions of higher learning are sensitive to current expectations.

Task Force Investigation

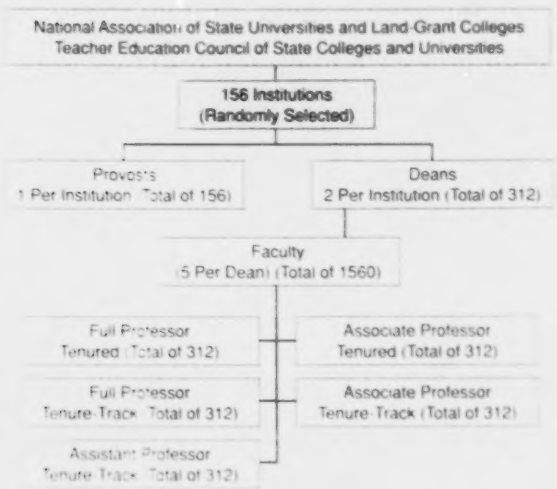
To determine the state of reward systems in universities today, the task force conducted its own survey. This survey provided the basis for the task force recommendations.

Design of the Survey

A survey was conducted of provosts, academic deans, and faculty at 156 universities having membership in the National Association of State Universities and Land-Grant Colleges (NASULGC) and those having membership in the Teacher Education Council of State Colleges and Universities (TECSCU). The survey included a random selection of 156 provosts, one at each institution in the sample, and two randomly selected deans at each institution. Additionally, each dean was asked to randomly select five faculty from the identified college, one for each academic rank. All members of the sample were asked to respond to a questionnaire designed to determine the current status of university reward system structures (Table 1).

Table 1

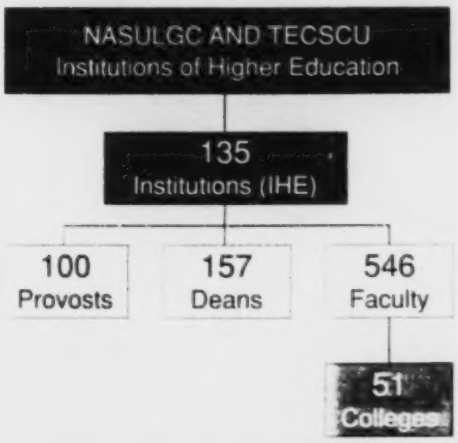
Organizational Design of Survey



The survey results involved responses from 135 institutions of higher education, including responses from 100 provosts, 157 deans, and 546 faculty representing 51 different colleges (Table 2). Respondents identified the majority of institutions as comprehensive, as compared with only undergraduate, graduate, or upper level.

Table 2

Total Institutions and Respondents Involved in Survey

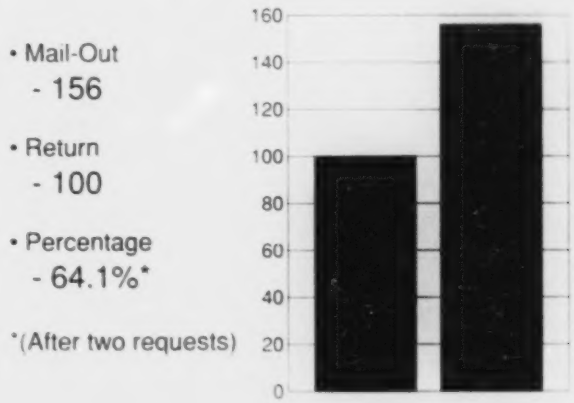


A comparison of questionnaires mailed with responses received (Figure 1) suggested a high level of interest in the survey. When faculty responses were adjusted consistent with dean responses, the resulting 34.9% return revealed an adjusted value at 69.4%. The adjustment was based on the assumption that non-responding deans did not forward questionnaires to faculty for completion; therefore, the mail-out value of 1,560 was adjusted to an actual value of 785.

Figure 1

Mail-Out and Return Comparisons

Provosts



Deans

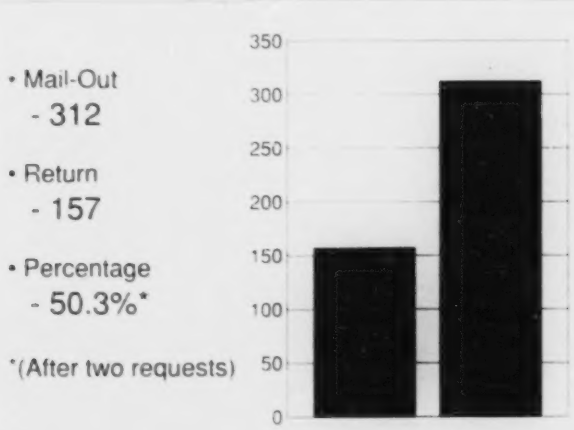


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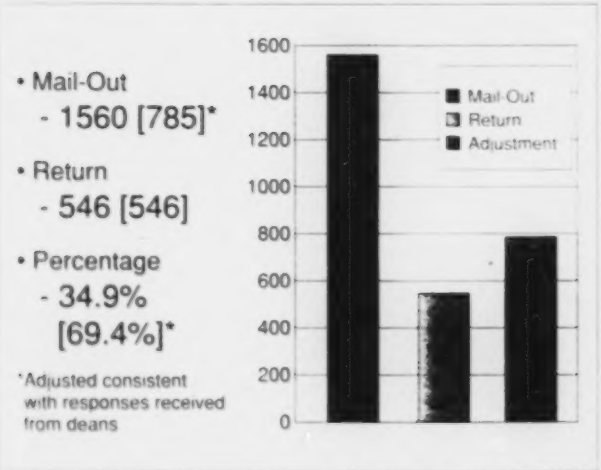
Figure 1 (continued)

Mail-Out and Return Comparisons

Faculty



Survey Finds Desire for Change

Analysis of survey responses revealed that the majority of respondents have gained rank and tenure (Figure 2, Figure 3). Despite this vested interest in the present reward system, the majority of respondents still consider the system in need of change.

Figure 2

Percent of Respondents Tenured

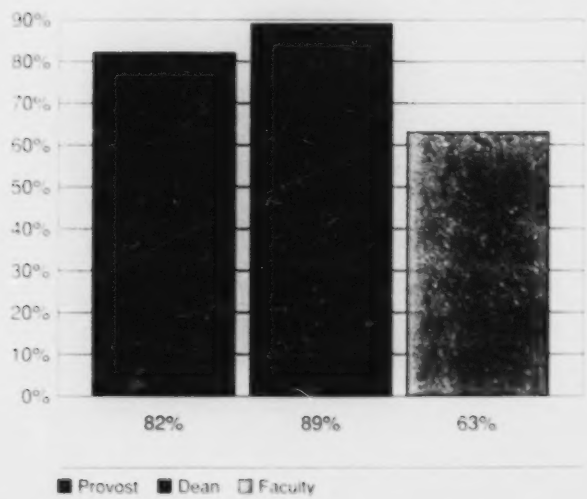
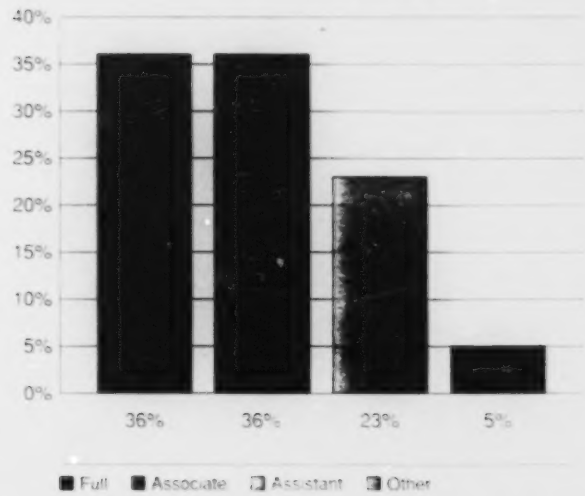


Figure 3

Professorial Rank of Faculty Surveyed



Only about a third of provosts and deans surveyed, and less than a fifth of faculty, indicated satisfaction with the current system of tenure, promotion, and reward. More than half of the provosts favored a change in the current reward system as well as agreed that faculty desire a change. Less than half of the deans reported a belief that faculty are satisfied and motivated by current reward systems, while two-thirds of the deans reported a personal desire for change in the current system. Faculty themselves indicated varying degrees of satisfaction with the reward system, with the majority expressing concern and dissatisfaction.

Perceptions of Importance Differ

When asked what administrators consider important in the evaluation process, almost all provosts and deans rated teaching as important, while fewer faculty *perceived* that administrators consider teaching important (Figure 4). The only other significant difference in perceptions of importance among the respondents concerned collaboration. Provosts and deans consistently rated collaboration — interdisciplinary,

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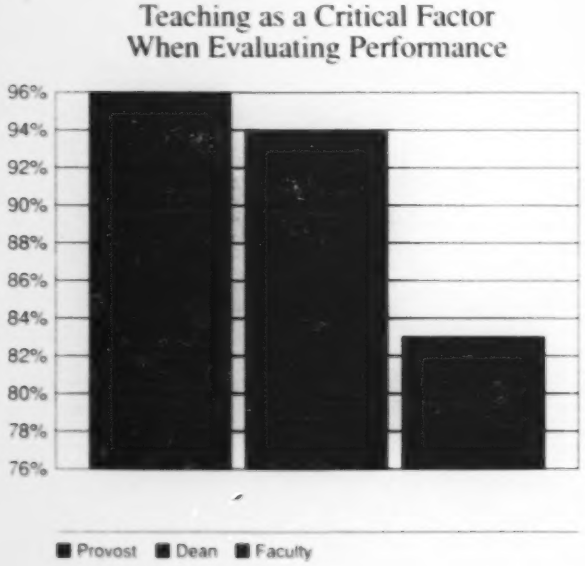
intradisciplinary, and field based — as having more importance in the evaluation process than did faculty (Figure 4).

Figure 4
Factors Critical in the Evaluation Process



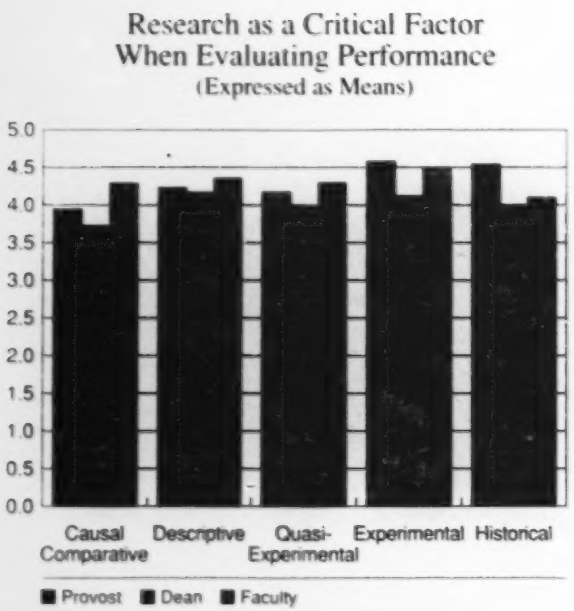
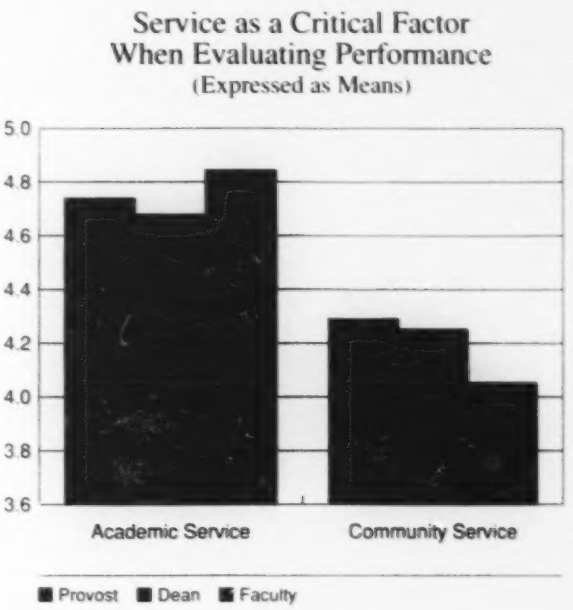
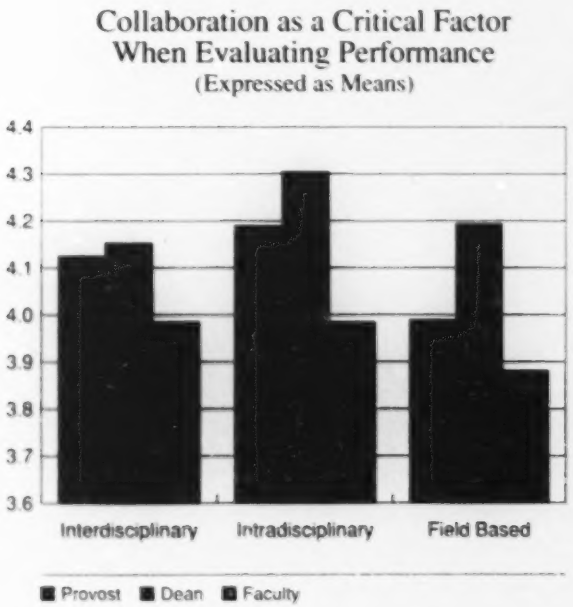


Figure 4 (continued)
Factors Critical in the Evaluation Process





Survey results revealed some areas of general agreement among respondents when evaluating faculty, especially within the areas of research and academic service. The respondents were in general agreement that research is important.

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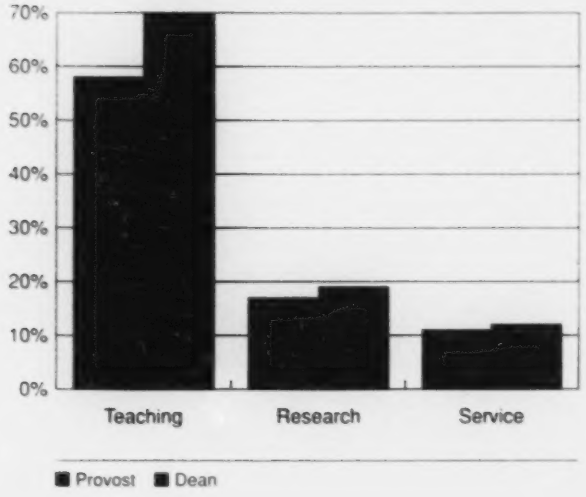
Most also agreed that refereed articles are critical when administrators evaluate faculty. About 60 percent of provosts, deans, and faculty perceived academic service as important (Figure 4). Despite the perceived primacy of research in evaluation, teaching is by far the largest recipient of financial resources according to the provosts and deans surveyed (Figure 5).

Figure 5

Distribution of Financial Support and Resource Expenditures

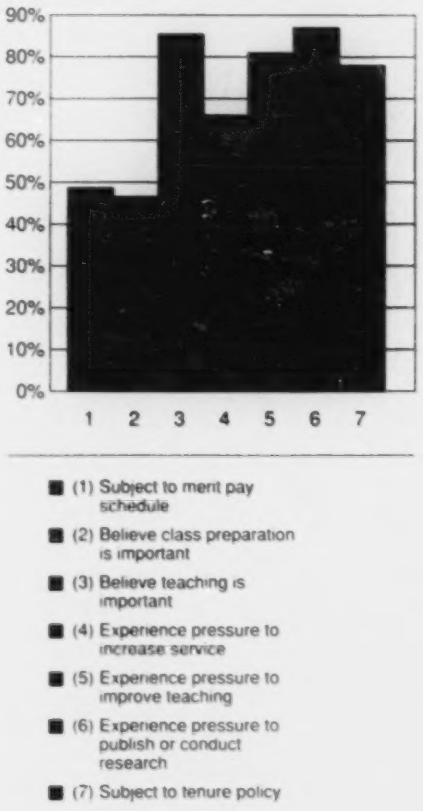


When asked about pressures for quality teaching, most provosts and deans considered faculty so pressured, while fewer faculty respondents reported feeling such pressure. The disparity was even greater concerning service, with many provosts and deans reporting that faculty are pressured to perform service, while fewer faculty felt pressured to perform service. There was general agreement, however, on pressure to perform research.

Perhaps one reason for public concern about teaching quality can be found in faculty responses for selected items, including responses described above. Less than half of the faculty responding believe class preparation is important in the evaluation process. By contrast, most faculty consider teaching important and feel pressure to improve teaching. As expected, most faculty experience pressure to publish or conduct research (Figure 6).

Figure 6

Percentage of Faculty Responses for Selected Items



Suggestions for Change

When provided an opportunity to suggest how reward systems might be changed, a majority of faculty suggested overall changes to the evaluation system. Categories of the most frequently written suggestions and the percentages suggesting them are as follow:

- changes to the total evaluation system: 23% provosts, 29% deans, 51% faculty (Figure 7)
- changes to the overall university reward system: 9% provosts, 6% deans, 9% faculty (Figure 7)

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- focus on merit pay and salary increases: 20% provosts, 20% deans, 25% faculty (Figure 8)
- increased emphasis on teaching: 20% provosts, 13% deans, 13% faculty (Figure 9)

Figure 7

Percentage Suggesting Overall Changes to the Current Reward System

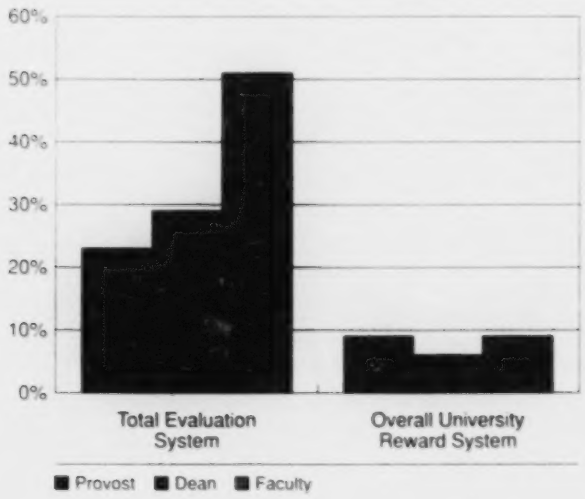


Figure 8

Percentage Suggesting Merit Pay and Salary Increases

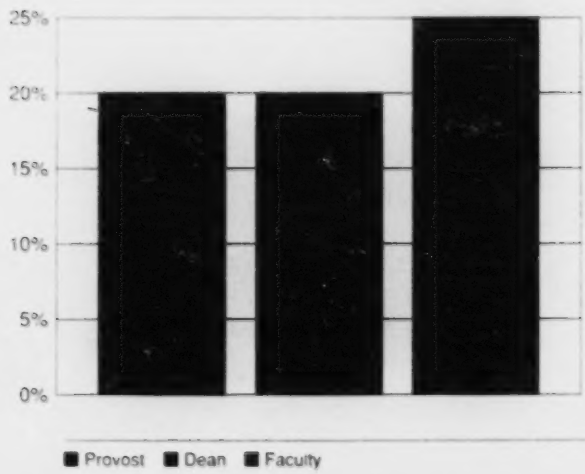
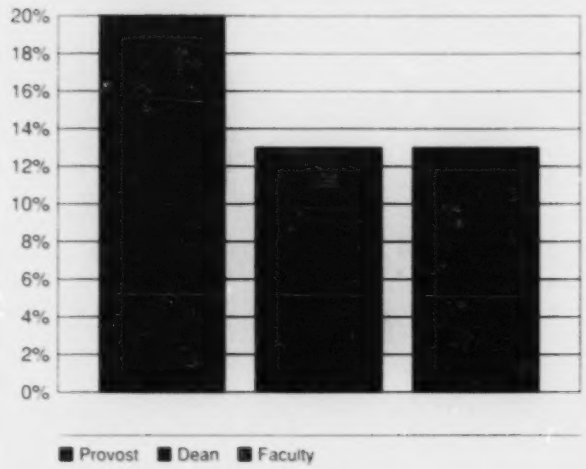


Figure 9

Percentage Suggesting Increased Emphasis on Teaching



SUMMARY

The survey conducted by the task force revealed general agreement that faculty were under strong pressure to do research and to publish in refereed academic journals in order to gain tenure and promotions. There was lesser emphasis placed on excellence in teaching and professional service in order to achieve rewards. The survey also revealed large-scale dissatisfaction with the current system of priorities and rewards.

New tenure, promotion, and merit models must be developed and implemented if universities are to change the way faculty are rewarded. Workable models will allow flexibility and encourage collaboration and participation within field settings. While members of this task force are committed to the traditional university tripartite of teaching, research, and service, new methods must be found to reward excellence in each of these areas if universities are to fulfill their vital mission to society. Without restructured models, change will not occur and higher education may experience further erosion of public confidence.

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THE COMPLETE REPORT

Background

The main purpose of this section is to provide readers more detailed analyses of data derived from the survey. A supporting purpose is to give a broader background regarding the need for change in how universities reward faculty in tenure, promotion, and merit pay considerations, and to make recommendations for change.

The Invisible Professor

In universities founded with the goal of intellectual community and exchange of ideas, two types of invisible professors have arisen. One professor remains somewhat isolated in the academy, concentrates on scholarly endeavors such as research and publication, and remains invisible to the outside world. The other professor spends much time collaborating with professionals in the field and is well known in education or other service agencies, but this same professor frequently becomes invisible within the academic community.

These two types of professors, isolated in their own communities and seldom interacting, are creations of the reward system that has become ingrained in university cultures to the detriment of the university and its mission to society. Faculty usually divide their time among teaching, research, and professional service according to the rewards associated with each activity. If promotion, tenure, and merit pay are obtained only through research and publication in academic journals — as many faculty perceive to be the case — then faculty will emphasize research even at the expense of the other two activities. Professors motivated by magnanimous paid consultancies, or who are committed to collaboration with colleagues or community stakeholders, may spend most of their time in these activities while remaining invisible within the academic community.

The present reward system is especially troublesome for colleges of education, health, agriculture, etc., where close collaboration between university faculty and professionals in the field is necessary. If reward structures in universities which focus mainly on research, particularly those which grant doctoral degrees, do not change, then it will be difficult to convince faculty members at these leading institutions to join in establishing cooperative undertakings and participating in related service activities.

In 1995 Schon suggested that teaching must be seen as a form of scholarship that opens doors to new forms of knowledge. Schon maintained that the scholarship of application must be directed toward generating knowledge which can be useful. He argued that a new scholarship of integrated disciplines, practical application of knowledge, and transformational teaching may conflict with the prevailing view of the search for knowledge that seems inherent in research universities. However, he explained that the scholarship of integration and connected understandings is critical to new designs in universities' practices and procedures. For such new scholarship to become the norm, reward systems must recognize collaboration, an activity favored by the second type of invisible professor.

If institutions restructured reward systems similar to proposals by Boyer and Schon, and if the findings of this task force are noted, the first type of invisible professor may become visible in the community setting as well as in the academy. The second type of invisible professor might devote more time to action research, possibly contributing to national refereed journals, thus benefiting the academy as well as society in general.

Reward System Favors Research

The emphasis on research as a requirement for tenure and promotion among university faculty emerged during the last 50 years. World War II proved the importance of university research to military strength, most notably through the

development of nuclear energy. This reliance on universities for research continued during the Cold War period, with generous rewards available to those universities that could produce the desired projects. These incentives led to competition for faculty who could do the research, with the most valued prizes going to those faculty. Since the greatest prize a university has to offer a faculty member is tenure, it is not surprising that research became a sine qua non for tenure at most universities.

Today, the research paradigm seems ingrained within the university's culture, a perception that is not limited to the United States. In a 1995 international survey, Altback and Lewis discovered that large percentages of faculty members in foreign universities felt pressured to do more research than they would like to do. Many faculty members in this survey reported that it was difficult to achieve tenure if they did not publish.

Similar to the international study, in Boyer's 1990 report, he noted that 83% of United States research university faculty strongly agreed that it was difficult to obtain tenure if they did not publish, while only 24% of liberal arts college faculty strongly agreed. A contrast between larger, research-oriented universities and smaller liberal arts colleges also appeared in Boyer's investigation when questions centered around the evaluation of teaching. Forty-five percent of faculty respondents, who were identified with liberal arts colleges, reported that student evaluations of teaching were very important for granting tenure while only 10% of faculty in research universities shared this view. Boyer also found that service and academic advisement were not considered important factors in tenure decisions at research universities.

Impacts of Current System

Reward systems play a fundamental role in defining the nature of academic life. In an economically competitive society, despite the lofty nature of the professional calling, reward systems help drive and define faculty performance. There is no singular reward system; however, systems do have common attributes. The most obvious similarity is the frequently found disparity between an institution's mission and the activities for which its faculty are rewarded. Among the reasons for this disparity are the following:

Changing nature of higher education. Mission statements change slowly, yet organizational goals and functional missions are less static. As a result, reward structures frequently lag behind an institution's understanding of its responsibilities to students and its role in the community. Research has become a status symbol, setting apart research, doctorate granting, or comprehensive universities from liberal arts or two-year colleges. Concerned that college graduates are often ill-prepared for workplaces, a rather skeptical public has demanded that institutions of higher learning be accountable, thus forcing colleges and universities to rethink priorities and to shift emphasis from basic research and creativity to quality instruction.

Over-emphasis on research and creative activities. Most merit pay, tenure, and promotion decisions depend primarily on the quality and quantity of research. Evaluation of teaching and service often plays only a tangential role. Institutional efforts to improve image within the academic community at large often drive research to become the avenue for increasing external funding through grants and contracts. Additionally, research and creative activities may be seen as easier to objectively evaluate. Tangible, quantitative appraisal is much easier than making defensible judgments about teaching performance.

Effort to tie rewards to objective, quantitative models of performance evaluation. Faculty reward systems are often tied to lengthy, detailed, and cumbersome checklists that in turn are tied to numerical figures and totals. Such exercises offer a semblance of validity but may be of limited effectiveness in recognizing and describing excellence in faculty performance.

Limitations of teaching evaluation models. Even when faculty reward systems are designed to treat instruction as central to the process, methods by which instruction is evaluated are sometimes flawed and almost always the subject of controversy. While evaluations by peers, students, alumni, self, or supervisors all have merit, no uniform method of evaluating instruction has been developed that makes an objective distinction among the several levels of performance. The relationship of research and creativity to either teaching effectiveness, outcomes evaluation, or portfolio evaluation is rarely seen.

Imposition of standardized models of reward across institutional, school, and department lines. Singular models for evaluation of professional performance in an academic community are often flawed, failing to factor in variability and diversity as necessary modes of university life. Performance expectations vary among disciplines; a faculty evaluation and reward system that works for a department of nursing may not work for a department of accounting. University tenure and promotion committees rarely recognize the necessity for variances among disciplines, allowing for diversity in expectation and performance.

Disparity between institutional goals and accreditation standards. Self-monitoring practices dictated by accrediting agencies often bring positive results as programs reassess their goals, tighten standards, and improve curricula, yet accreditation efforts frequently exacerbate an institution's limited resources, replace local needs with national standards, and impose artificial expectations on faculty performance. For example, programs accredited by the American Association of Colleges and Schools of Business are expected to produce a certain amount of research, with reassigned time provided, thus creating a special status for faculty in schools of business. Valuable instructional resources may be siphoned off to support the research enterprise driven by a need to publish, often without regard either to merit or relationship to institutional mission.

Impact of technology. New technology affects the way universities are organized, deliver courses, and provide service. Technology affects the nature and expectations of the teaching profession itself, providing the impetus for a shift from a teaching focus to an emphasis on learning, leading to better prepared students. Advanced technologies support more rapid and detailed research and publication efforts, which should allow for time focused on teaching. Telepresence offers more effective means for teaching, research, and publication. With technology, disparities between mission and practice could be lessened.

Narrow understanding of faculty reward. All too often, reward systems in higher education are viewed as encompassing only salary increases, promotion, and tenure. Reward systems frequently fail to recognize that there are many ways to enhance the quality of professional life. Special recognitions, opportunities for public presentations, promotional articles, and professional development opportunities are rare alternatives to traditional rewards.

Similar to universities in general, professional schools or colleges are often dramatically impacted by current reward systems. Evaluation and reward systems in such programs are frequently a source of controversy and concern among faculty and administrators. As a result, professional programs are often faced with unique challenges of their own, such as:

A reward system that focuses on scholarly achievements independent of a relationship to students as learners. Too often, faculty activities and accomplishments of least value or importance to students' preparation for professional life receive the greatest attention.

A disparity between what is demanded at the institution and what is needed to educate and train professionals. The culture of an institution of higher education and the realities of life in professional settings are sometimes at opposite ends of the educational continuum. Effective reward systems must provide incentives for college instructors to familiarize themselves with, and address directly, the challenges of real-world settings, particularly in professional fields such as education, nursing, or agriculture.

Mechanisms for rewarding those who make significant contributions to collaborative, field-based efforts. Development of site-based teacher education programs, for example, suggests that traditional faculty reward structures need to be rethought. Time and effort required to deliver effective site-based professional programs should be appropriately and equitably rewarded. Action research generated through collaborative efforts must be recognized as valid.

Failure to link individual professional performance to the success of program graduates. Faculty in professional programs should be evaluated and subsequently rewarded in part on the basis of the success of their respective students.

Current reward systems generally do little to encourage innovative collaborative field-based professional preparation programs. In many cases, the opposite occurs, which presents the crisis.

The Context for Change

An effective reward system must be rooted in the traditional areas of academic professional life: teaching, research, and service. Time has not changed the basic structure of the profession and its responsibilities, yet a chasm between knowledge and practice has been recognized. Several factors prompt the need for change so that professionals may be prepared for the next century.

Changing demographics of American society. America is no longer a melting pot. It is becoming a nation of many peoples and cultures. Workers often change careers three to four times in a lifetime. Flexibility and adaptability are requisites for success in the workplace. Current emphasis on the school-to-work transition recognizes a changing society with consistently more complex demands on the work force.

Post-modern understanding of higher education. America's colleges and universities do not speak with the same authority they did several decades ago. Realities of post-modern life have undermined the blind faith and support that once characterized public support for higher education. The public is now demanding accountability. It wants to see results.

New technology. Today's children are growing up in a high-tech culture. They are learning differently than their parents and are preparing to live in a radically new world. Educators must rethink traditional pedagogy, with technology a vital part of effective teaching at all academic levels. Higher education faculty must prepare learners to be competitive in an ever-increasing technological society.

Partnerships and alliances between universities and other agencies. Public institutions of higher learning can no longer think of themselves as islands unto themselves. Their survival demands that they be an integral part of communities that support them. This new posture has led to the development of productive relationships between colleges and universities and many public and private organizations that have education and training needs. Professional education programs in particular must develop true partnerships with the public schools they serve or risk losing their viability.

Declining/diminishing resources in higher education. State support of public colleges and universities continues to decline. Public higher education must compete for funds with corrections, welfare, public health, and K-12 education. The public financial support for higher education will continue to decline as demands for support of these other and certainly important areas of public concern continue to grow.

Decentralization of authority. Perhaps as a result of new technology and availability of information, the structure of organizations is changing. Increasingly, old hierarchies are breaking down, with barriers between producers and decision-makers narrowing. Professionals are gaining control over their destiny in workplaces, especially where an emphasis on total quality management exists. Leadership and management skills have become critical to professional preparation. Colleges and universities face a need to rethink traditional lines of authority with an eye toward decentralization.

Effective professional preparation programs must adapt to these realities and in so doing maximize the potential of graduates to be successful in workplaces and contribute to a changing society. Higher education reward systems can encourage this adaptability if they are designed to support new models of learning.

The National Study

To gain information on current policies and perceptions about reward systems in higher education, a national survey of a sample of universities was conducted. Questionnaires were sent to administrators and faculty representing a variety of academic disciplines to learn about their reward systems, their satisfaction or dissatisfaction with those systems, and their suggestions for improvement.

Guiding Questions

Questions which guided the design of the study and development of three survey instruments were focused on perceptions of (1) provosts, (2) academic deans, and (3) faculty at institutions of higher education in two sample groups: the National Association of State Universities and Land-Grant Colleges (NASULGC) and the Teacher Education Council of State Colleges & Universities (TECSCU). Generally, respondents were surveyed to identify demographic data, including personal and institutional information items; perceptions about current practices in how faculty are rewarded in tenure, promotion, and stipend decisions; and

preferences for how reward systems should be changed to more equitably meet demands of changing needs in higher education. One of the more important items in the questionnaires directed respondents to identify degrees of satisfaction with current reward systems, or to suggest appropriate changes. Respondents were asked to indicate their appraisal of current systems, and to make written comments on how systems may be changed.

Descriptive and Narrative Data Analyses

While there is an almost overwhelming number of statistical analyses which could be performed on these data, the purpose of this report is to highlight findings most central to the general thesis. Further, although a number of sophisticated analyses comparing various groups have been completed, discussion will be limited to statistics describing frequency and percentage differences in responses of the three groups: provosts, deans, and faculty. These findings offer revealing differences in perception of the groups with regard to a number of important issues.

Investigative Design

The two national groups (NASULGC and TECSCU) comprised an appropriate population for the investigation. From these two groups, a total of 156 institutions of higher education were randomly selected for inclusion in the study. The provost and two deans at each institution were asked to respond to a survey questionnaire. The deans were randomly selected from all colleges within each university in the sample to provide representation across schools and colleges. Each dean was also asked to select one faculty member from each of five academic positions (tenured full professor, tenured associate professor, tenure-track full professor, tenure-track associate professor, and tenure-track assistant professor) and to encourage these faculty to respond to a faculty questionnaire. Questionnaires asked for personal and institutional demographic information (Table 3). These demographics suggest that the respondents were in a position to have valid information about the reward system structure.

Table 3
Respondent Personal and Institution Demographics

Provosts

- 84 academic fields represented
- 95% public
- 25% metropolitan
- 22% urban, 25% rural
- 26% land grant
- 94% offer master's degree
- 70% offer doctoral degree
- 10,000 - 15,000 average enrollment

Deans

- 89 academic fields represented
- 88% offer master's degree
- 46% offer doctoral degree
- average of 6 years in present position
- average of 13 years in administration
- 85% have full professor rank
- 89% are tenured

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Table 3 (continued)

Respondent Personal and Institution Demographics

Faculty

- 51 colleges represented
- 86% are full-time faculty
- 61% hold PhD degrees, 9% EdD
- 23% have assistant professor rank
- 36% have associate professor rank
- 63% are tenured
- average of 11 years at present position
- average of 15 years university teaching

Opportunities were provided on each survey instrument for respondents to suggest two ways in which the reward system might be changed. The wide variety of responses received was classified into 25 clusters. The ten clusters most often appearing are noted in Table 4 (not in hierarchical order).

Table 4

More Frequent Respondent Written Suggestions

- Satisfied, with no suggestion for change
- Increase emphasis on teaching
- Increase emphasis on service
- Increase emphasis on collaboration
- Focus on increasing merit pay
- Focus on increasing salaries and salary scales
- Differentiate by faculty role
- Differentiate by faculty assignment
- Overall changes to the entire evaluation system
- Overall changes to the total university reward system

Faculty respondents were asked to identify their practices in activities generally regarded as significant in reward system decision making. Selected activities and time devoted to each appear in Table 5.

Table 5

Activities in Which Faculty Spend Time

Time per Week Devoted to Professional Activities

- Advising: 72% spend 1-5 hours
- Class preparation: 40% spend 6-10 hours
- Interdisciplinary collaboration: 50% spend 1-5 hours
- Field-based collaboration: 33% spend 0 hours; 35% spend 6-10 hours
- Consulting: 43% spend 0 hours; 42% spend 1-5 hours
- Creative activities: 48% spend 1-5 hours
- Research/writing: 46% spend 1-5 hours; 43% spend over 6 hours
- Academic service: 57% spend 1-5 hours
- Community service: 56% spend 1-5 hours
- Teaching: 42% spend 6-10 hours; 44% spend over 11 hours

Professional Productivity Over the Past Five Years

- Articles submitted
  Non-refereed: 19% reported 0
  Refereed: 18% reported 0-1; 16% reported 2-3; 8% reported 5-6
- Books submitted: 30% reported 0; 12% reported 1
- Book reviews submitted: 26% reported 0; 18% reported 1-3
- Chapters submitted: 24% reported 0; 12% reported 1
- Conference papers submitted: 20% reported 0-2; 21% reported 3-8
- Creative activities submitted: 23% reported 0; 10% reported 1-5
- Creative works submitted: 27% reported 0; 9% reported 1-4
- Editorships: 28% reported 0; 15% reported 1-3

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Table 5 (continued)

Activities in Which Faculty Spend Time

Professional Participation Over the Past Three Years

- Conferences: 53% attended state; 52% attended regional; 61% attended national
- International conferences: 38% attended 0; 35% attended 1-5
- Membership in state professional organizations: 23% reported 0; 57% reported 1-5
- Membership in regional professional organizations: 26% reported 0; 48% reported 1-5
- Membership in national professional organizations: 82% reported 1-5
- Membership in international professional organizations: 30% reported 0; 44% reported 1-5
- Leadership in state professional organizations: 49% reported 0; 24% reported 1-5
- Leadership in regional professional organizations: 53% reported 0; 16% reported 1-5
- Leadership in national professional organizations: 44% reported 0; 33% reported 1-5

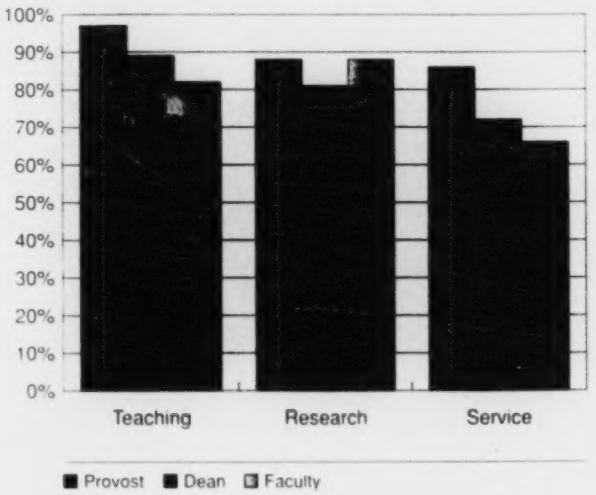
Discussion of Findings

The questionnaire revealed several differences in perceptions about university policy among provosts, deans, and faculty. For example, very few provosts (2%) and deans (4.4%) believe there is a professorial rank quota for their institution, while 10.4% of faculty believe there is one (presumably unspoken). Similarly, provosts and deans (23.5% and 24.4%, respectively) indicate an absence of an institutional salary schedule policy, while 39% of faculty believe such a schedule exists.

Regarding kinds of performance pressure (Figure 10) placed on faculty, there was general agreement among provosts, deans, and faculty that there is pressure to conduct research (88.2%, 81.3%, and 87.5%, respectively), but there were differences concerning teaching and service. Eighty-two percent of faculty reported pressure for quality teaching, compared to 88.8% of deans and 97.1% of provosts, who reported beliefs that faculty teaching is critical to the reward system structure. Only 65.8% of faculty and 71.9% of deans feel there is institutional pressure to perform service, while 86.3% of provosts feel such pressure exists. Although there is some variation in perceptions regarding sources of pressure, those variations are less dramatic than the differences concerning the institution's emphasis on teaching and service.

Figure 10

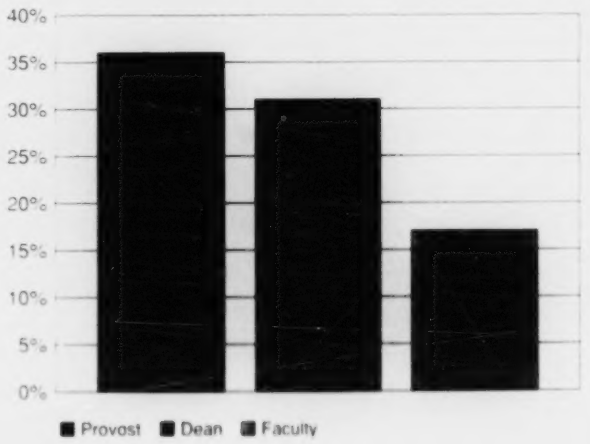
Comparisons of Attitudes Toward Pressure to Perform



Although faculty are more dissatisfied with the current reward system than are deans and provosts, all three groups agree that the current reward system is unsatisfactory. Thirty-six percent of provosts and 30.6% of deans are satisfied with the present system, yet only 17% of faculty are satisfied (Figure 11).

Figure 11

Percent of Respondents Satisfied With Current Reward System



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Differences in responses to perceptions of institutional support for research, publication, creative activities, and professional growth follow similar patterns to those found in the previous items. Deans are more optimistic than either faculty or provosts that necessary resources are being provided, yet none of the groups is particularly pleased with the current state of research support at their institutions. Although all three groups are reasonably satisfied with their access to library resources, and there is an overall positive response to the statement that collaborative efforts are encouraged, a majority of responses are negative concerning sufficient general resources available.

Provosts, deans, and faculty generally agree on the importance of activities necessary for tenure and promotion. However, advising, class preparation, interdisciplinary and intradisciplinary collaboration, creative activity, research and writing, and academic and community service are viewed somewhat differently between and among the three groups. Significant agreement for teaching as important for completion of duties was noted. Consulting is slightly more valued by faculty than by deans or provosts. Field-based collaboration is more highly valued by faculty and deans than by provosts (Figure 12).

Figure 12
Perceptions Relating to Activities Concerning Faculty Duties
(Expressed as Means to the Whole Number)

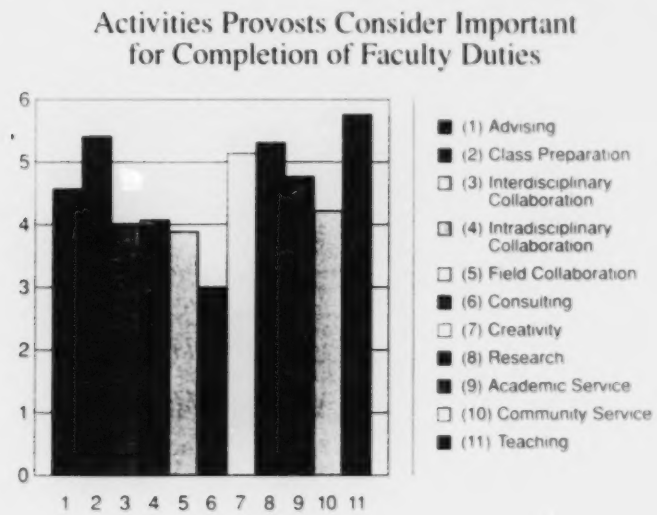
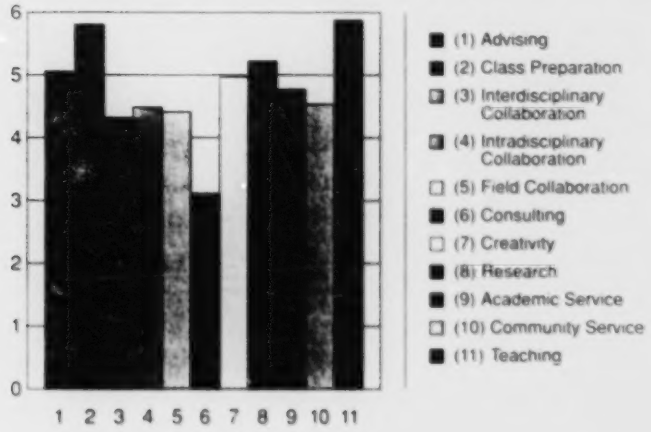


Figure 12 (continued)

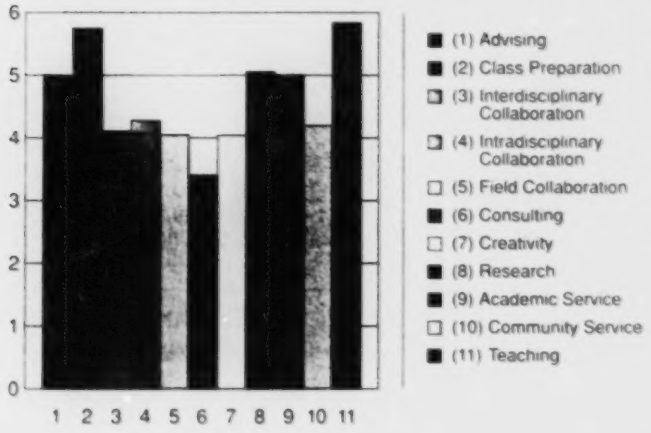
Perceptions Relating to Activities Concerning Faculty Duties

(Expressed as Means to the Whole Number)

Activities Deans Consider Important for Completion of Faculty Duties



Activities Faculty Consider Important for Completion of Faculty Duties

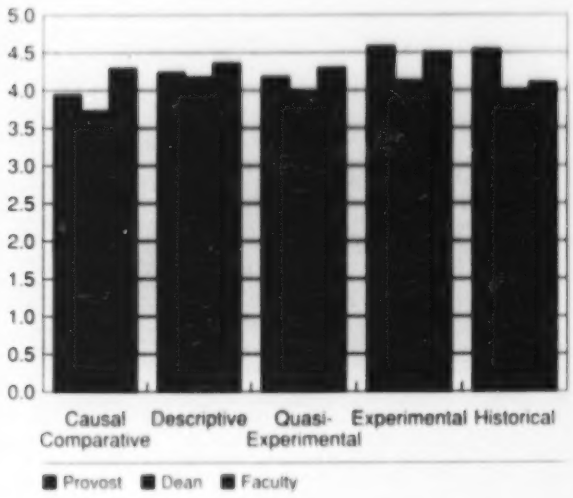


Comparison of differences among the three groups for factors critical to the evaluation of faculty suggests, in most cases, that provosts, deans, and faculty emphasize the value of a wide variety of factors with much the same weighting. Different types of research (i.e., historical, experimental and quasi-experimental, descriptive, and causal comparative) are all valued by administrators and faculty. Similarly, with the notable exception of non-refereed articles, considered of lesser value by all three groups, there is general acceptance of publication in a wide variety of outlets and formats as accepted criteria. Service, particularly academic service,

is seen as important to all groups. Faculty place somewhat greater importance on the value of leadership in professional organizations than do administrators. All three groups are generally favorable to the use of presentations and participation in professional organizations as useful evaluation criteria. Collaboration is perceived to be of less value, especially by faculty (Figure 13).

Figure 13
Factors Important When Evaluating Faculty Performance
(Expressed as Means)

Research as a Critical Factor When Evaluating Performance



Publications as a Critical Factor When Evaluating Performance

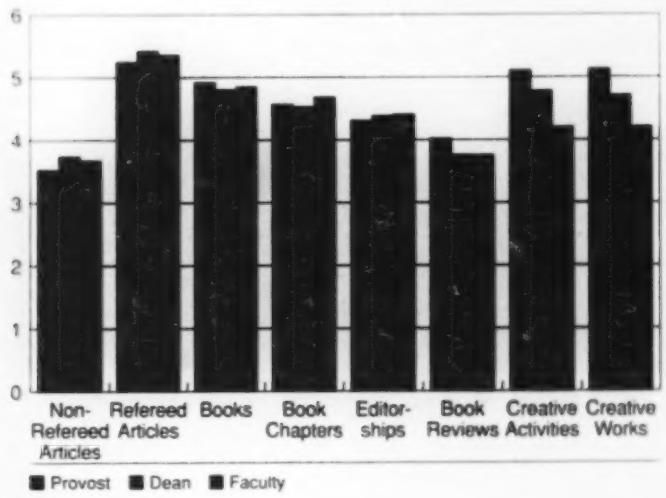


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Figure 13 (continued)
Factors Important When Evaluating Faculty Performance
(Expressed as Means)

Service as a Critical Factor When Evaluating Performance

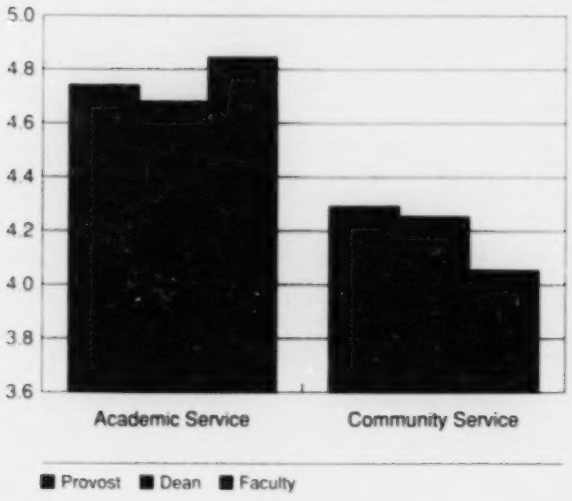
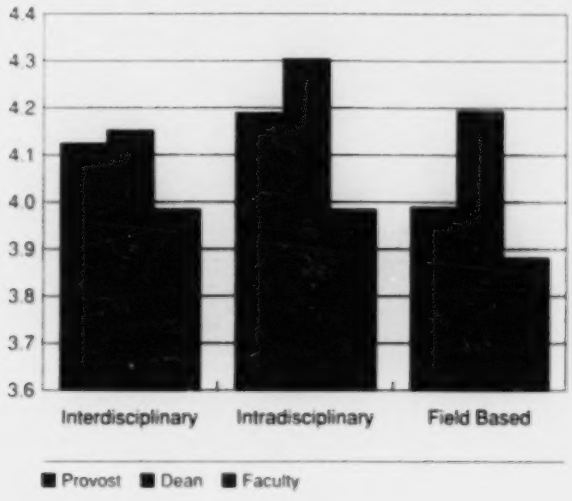
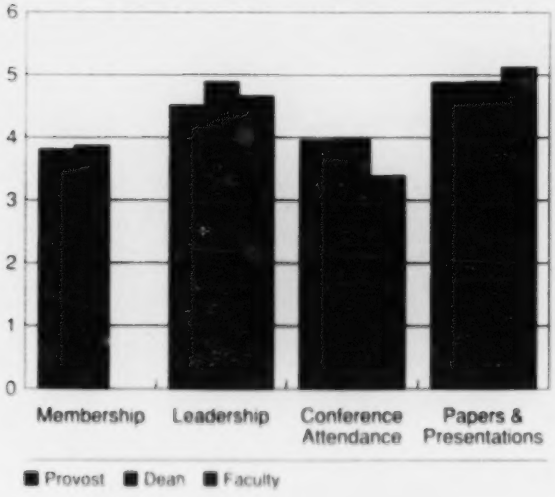


Figure 13 (continued)
Factors Important When Evaluating Faculty Performance
(Expressed as Means)

Collaboration as a Critical Factor When Evaluating Performance



Professional Involvement as a Critical Factor When Evaluating Performance



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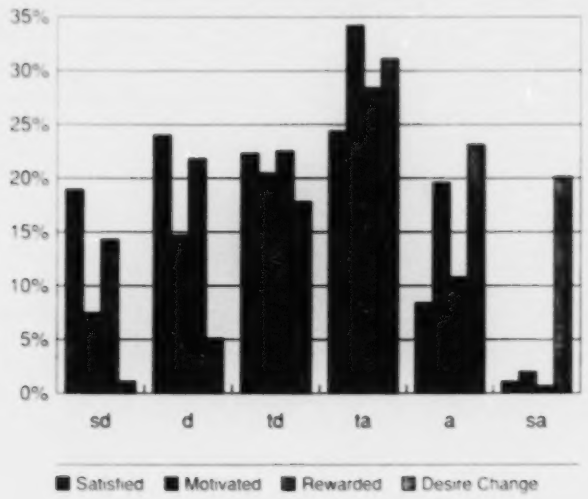
When faculty, deans, and provosts were asked their views of the current reward system, some differences emerged. Faculty are less satisfied with the current reward system than are deans who, in turn, are less satisfied than are provosts, according to how administrators perceive that faculty view the system. It should be noted, however, that all groups' responses suggest a felt need for improvement. Interestingly, deans and provosts report more negative views of the current reward system's ability to motivate than do faculty. Faculty and deans are less positive than provosts that the current system truly rewards faculty. In answer to the question "Do faculty desire change (in the current reward system)?" again more faculty, in particular, and deans express the need for change than do provosts (Figure 14). This is consistent with responses to similar items in other sections of the questionnaire.

Figure 14

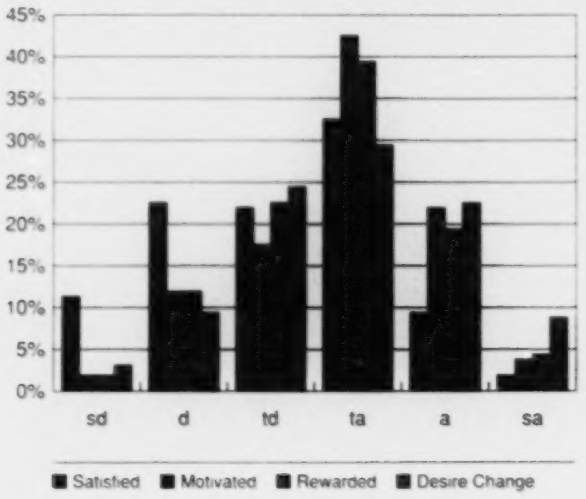
Perceptions Among Provosts, Deans, and Faculty Regarding Current Reward Systems

(Likert Scale: sd - strongly disagree, d - disagree, td - tend to disagree, ta - tend to agree, a - agree, and sa - strongly agree)

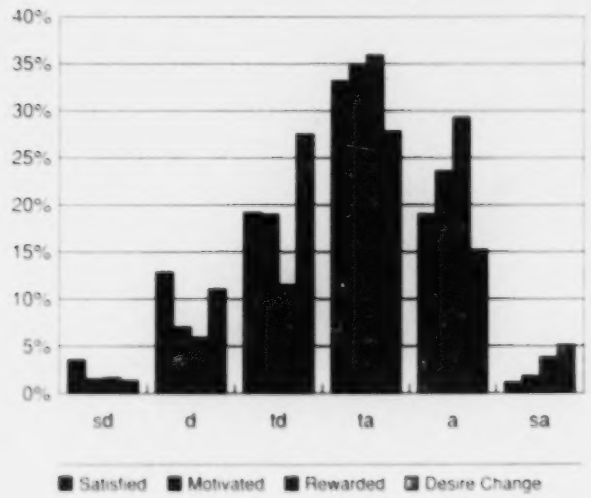
Faculty Perception: "Faculty Are Satisfied With Current Reward System."



Dean Perception: "How Faculty View Current Reward System"



Faculty Perception: "How Does Your Administration View the Current Reward System?"



Provost Perception: "How Faculty View Current Reward System"

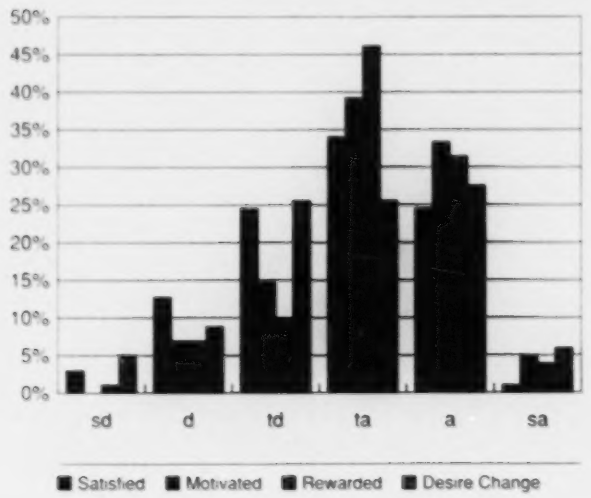


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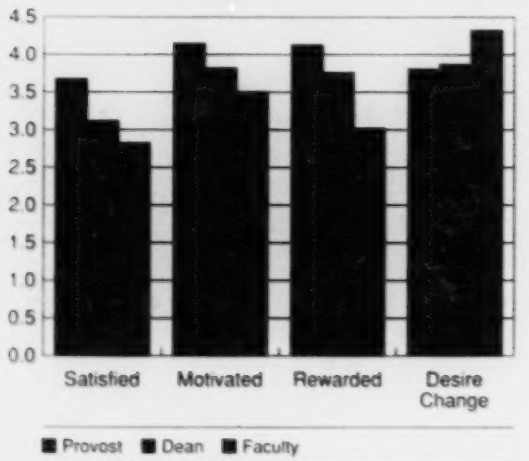
Figure 14 (continued)

Perceptions Among Provosts, Deans, and Faculty Regarding Current Reward Systems

Comparative Perceptions About Current Reward System

(Expressed as Means)



Faculty: How Faculty View System
Dean/Provost: How They Perceive Faculty as Viewing System

When asked what types of rewards are preferred by faculty, there is little difference among provosts, deans, and faculty regarding salary adjustments, academic rank increases, and peer recognition. Each group values these rewards. However, more differences are seen in preferences for commendation letters, special assignments, and workload adjustments (Figure 15).

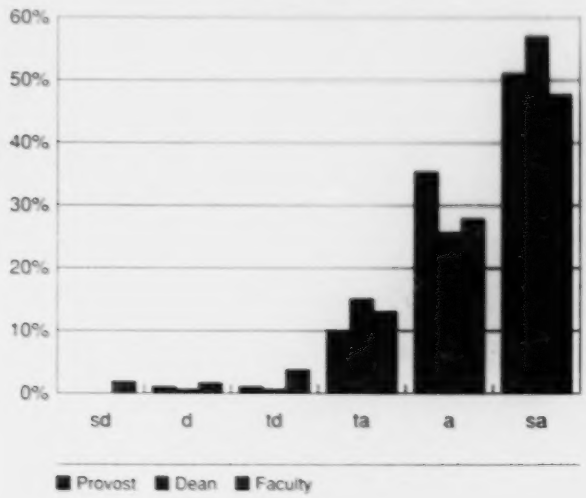
The most significant conclusion to be drawn from the survey data is a general agreement among provosts, deans, and faculty that *there is a need for change in the present reward system at universities*. The three groups agreed on many perceptions and differed on some, but an overwhelming majority of all three groups reported dissatisfaction with the present system.

Figure 15

Preferences for Type of Faculty Reward

(Likert Scale: sd - strongly disagree, d - disagree, td - tend to disagree, ta - tend to agree, a - agree, and sa - strongly agree)

Preference for Academic Rank as a Type of Reward



Preference for Salary Adjustment as a Type of Reward

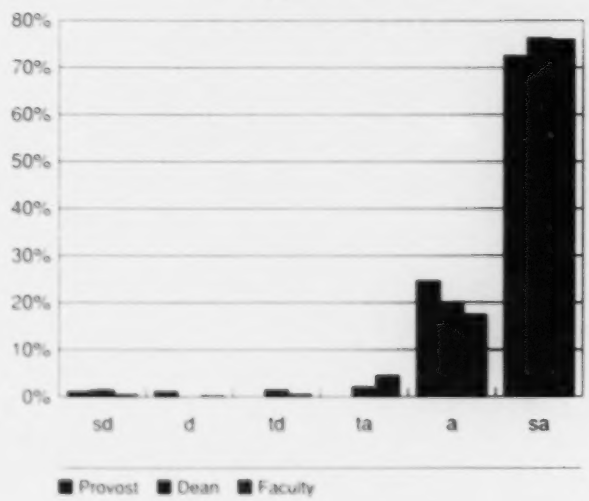


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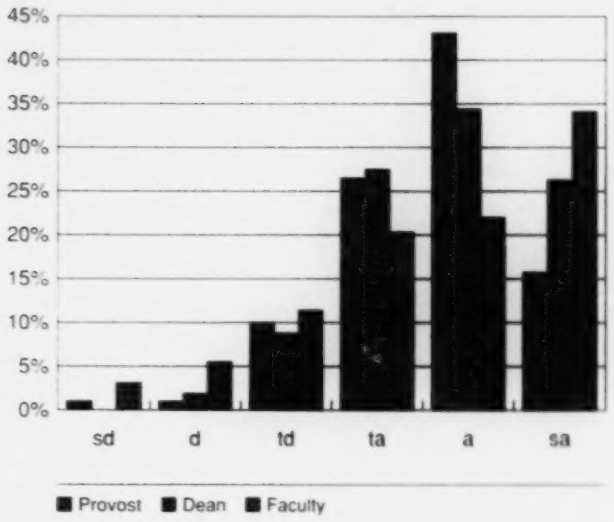
Figure 15 (continued)

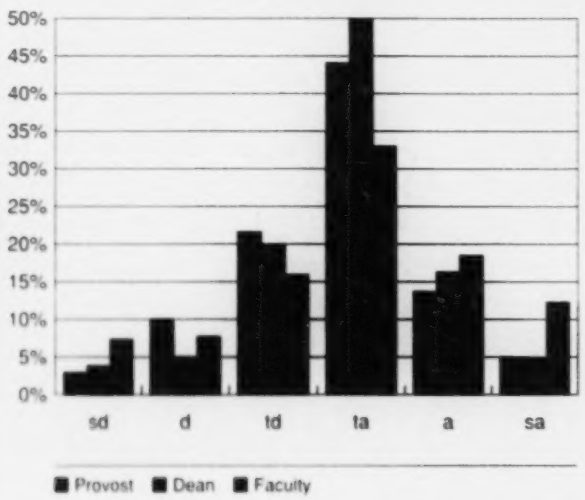
Preferences for Type of Faculty Reward

(Likert Scale: sd - strongly disagree, d - disagree, td - tend to disagree, ta - tend to agree, a - agree, and sa - strongly agree)

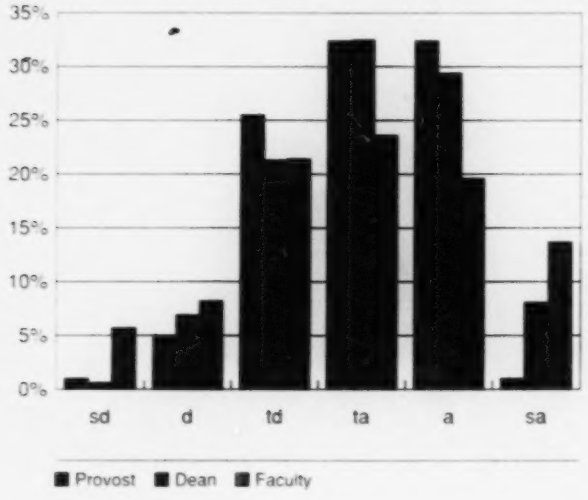
Preference for Workload Adjustment as a Type of Reward



Preference for Commendation Letters as a Type of Reward



Preference for Special Assignments as a Type of Reward



Preference for Peer Recognition as a Type of Reward

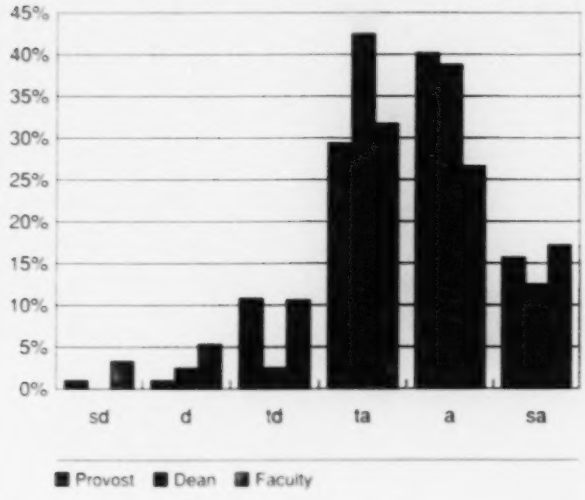


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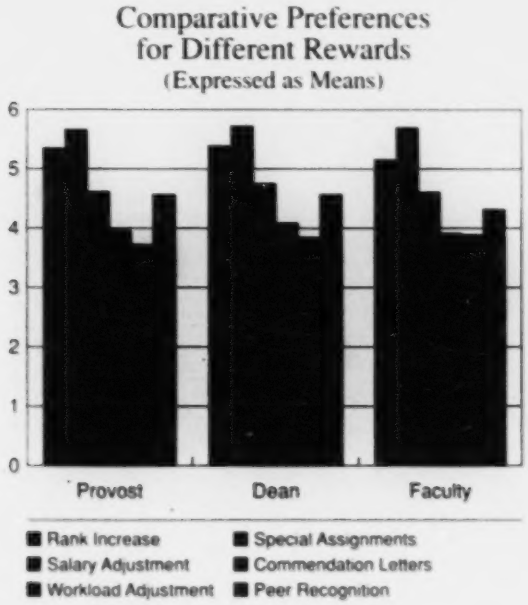
Figure 15 (continued)
Preferences for Type of Faculty Reward



These findings may best serve to stimulate discussion among faculty and administrators as they seek to develop a system of rewards that will better serve the missions of the university.

The Challenge

Although general dissatisfaction with the present reward system was shown to exist in the university, change will not be made without effort. Universities are among the most conservative and traditional institutions in our society, and the present reward system is ingrained in the university culture.

Inflexible reward systems which do not encourage faculty to devote significant amounts of time to teaching and service have resulted in behavior largely restricted to (1) securing external research funding and (2) publishing in prestigious refereed journals. Faculty within the higher education establishment frequently appear to ignore the need to share their expertise in community settings.

Barriers to Change

Multiple barriers presently confront institutional leaders and faculty wishing to augment change within the reward system prevailing in higher education. Among the more pronounced barriers are the following:

Failure to recognize a need for changing existing reward systems. Administrators, elected and emergent leaders within faculty senates, and faculty within academic departments often appear to be oblivious to external influences. Yet, noticeable is the lament by governors, legislators, taxpayers, parents, students, and media specialists that higher education institutions have ignored teaching and learning. Such philosophical cries identify a lack of recognition for good teaching, which typically results in failure to assign outstanding faculty for instructional purposes. Consequently, faculty who are excellent teachers but less adept as researchers are denied tenure.

Administration and faculty satisfaction with status quo. Professional views are frequently restricted to behavior "respected" within the ivory tower, which usually translates into success documented by external funding and publication in prestigious journals. Consequently, faculty are often reluctant to either offer or apply their research-based findings and conclusions to those communities outside of higher education. Such lack of articulation within the formal educational continuum has been created by a static reward system that does not encourage faculty to devote significant amounts of time to the scholarship of teaching and service.

Lack of performance criteria used when rewarding those engaged in quality teaching. Numerous articles have been written concerning excellence in teaching, yet college and university faculty, for the most part, have ignored charges of ineffectiveness. Faculty often resist change involving efforts to establish performance criteria to measure teaching effectiveness. Some even claim that it is impossible to evaluate teaching. From a 1995 investigation, E.C. Miller concluded that colleges and universities should reexamine nomination and selection criteria for teaching awards if they are to be significant in the tenure and promotion process. A significant number of respondents in Miller's study stated that awards are good for faculty morale and should count toward promotion and tenure.

Limitations related to (1) financial resources, (2) faculty development personnel, and (3) time to engage in change processes. Financial resources are required to employ instructional development personnel and to provide developmental materials and activities necessary to engage faculty in worthwhile development activities. Few faculty, instructional development personnel, or administrators are willing to either provide time or sacrifice time requisite to the realization of substantive changes leading to improvement in performance.

Time constraints, sacrifices, and commitments. People frequently accept self-defeating processes when change is perceived to be long- rather than short-term. Faculty and administration often commit but seldom sacrifice for long-term goals and objectives. Extended time elements, or such roadblocks as financial resources or notoriety, create barriers to change. Commitment to external funding, which maintains an institution's status among peers, often results in a focus on research or other activities more glamorous than teaching.

Absence of systemic approaches. Many institutions are not engaged in total, systematic processes when attempting to bring about change in faculty reward systems. Improved teaching, increased research, and enhanced service seem to become secondary to immediately recognizable efforts. Higher education personnel must become actively engaged in the change process and become change agents; they must be empowered accordingly. Presidents, vice presidents, deans, department chairs, and faculty must become involved in participatory decision-making and progressive, academic management designed to promote change in achieving an equitable and dynamic reward system.

Support and Resources

If the barriers to change are to be overcome, support must come from all sectors: the entire academic community, agencies that govern higher education, public officials who draft budgets and legislate educational policies, and the public and media who influence legislative decisions. Significant change will require the following measures:

University administrators must understand the distinctive nature of specific programs. Programs such as social work, nursing, teacher education, or any cooperative and consortial type of endeavor may require different policies than other academic programs.

University faculty, particularly promotion and tenure committees, must look beyond the constraints of tradition. Activities which lead

to academic excellence must be rewarded, even when they do not fit comfortably into customary guidelines.

Accrediting agencies must keep pace with changing demands of each and every program. New standards must be developed that reflect particular missions, rather than one standardized model.

Boards of regents, coordinating boards, or boards of trust foundations must commit to quality education. Governing bodies must be aware of institutional missions and constituent needs.

Legislative bodies must make appropriations and public policy that affect education in a more positive manner. Lawmakers must acknowledge the importance of quality faculty who focus on effective teaching. Budgets must take into account the continuing costs of instructional technology and the expensive nature of site-based collaborative preparation programs.

The public and the media must recognize that tenure and promotion decisions directly impact the quality of education offered at institutions of higher learning. The public must be convinced that an investment in effective preparation for the professions is an investment in the future of American society.

Building a base of public support for higher education requires that higher education be responsive to the changing needs of its clients and patrons. Vital to making academic programs more responsive is the faculty reward structure that links professional efforts with positive outcomes. If current faculty reward systems are to change, and if the disparity between the real and the ideal is to be reduced, support must be enhanced at all levels of public and institutional arenas. This is the challenge.

The Challenge to Restructure

Without doubt, restructuring the university reward system as suggested in this report will not come easy. Significant systemic change will be required.

There is evidence that decision makers and change agents are ready for a restructured reward system. However, the number of persons for whom such changes will create new paradigms is large. When so many will be impacted by a significant redesign of a system long revered, change will not occur easily.

Leaders at both faculty and administration levels will be needed, leaders who brave criticism and share the vision. In building a shared vision, a requisite component will be the capacity of leaders to adopt a culture and climate that moves the system toward the future it seeks to create. With that in mind, universities must develop clear goals and missions prior to establishing and/or implementing a change as radical as a systemic restructuring of the system by which faculty receive tenure, promotion, and stipend. Restructuring only a portion of the reward system will likely fail to result in effective change.

Criteria will be required which effectively discriminate service activities, such as collaboration in field settings, in ways that validate such activities in the reward system design. A change in mental framework, one that moves decision makers from the traditional to an innovative reward system, may be the most significant challenge in the restructuring process.

The challenge has been established; the time is now; a restructured system is being recommended. Commitments must be made to begin the process of change.

Suggested Models

In order to meet the challenge, new models must be developed for evaluating and rewarding faculty. The new reward system designs should be creative and flexible, offering faculty opportunities to select a focused agenda which matches their interest and expertise, as well as the mission of the institution. Faculty should be permitted to choose a teaching, research, or service focus, allowing energy and resources to be applied to the area of expertise, while having some level of success in each tripartite area but not necessarily expertise in all. Some institutions, such as the University of Georgia, are considering providing faculty an opportunity to select either a research or a teaching focus. In such cases, faculty need to know when hired what is expected of them.

An example of this type of differentiated staffing model might be as follows:

- Role A consists of only teaching (100%);
- Role B consists of teaching (50%) and research (50%) (including outside funding/publishing);
- Role C consists of teaching (50%) and service to the profession (50%); or
- Role D consists of teaching (50%), research (25%), and service (25%).

For more information on how differentiated staffing might work, see Appendix D.

The differentiated staffing model is not the only possible one, but to be effective as agents of change, restructured models will all share the following characteristics:

- Models should have positive rather than punitive aspects.
- Models should have clearly identified short- and long-term goals reflective of administrator/faculty mutually derived individual action plans.
- Models should incorporate various ways of evaluating faculty, such as the use of professional portfolios and several incremental evaluations rather than one cumulative one.
- Administrators and tenure and promotion committees should define the purpose of evaluation. For example, is evaluation intended as a means of determining expertise or to determine how faculty members have contributed to the success and prestige of the university?
- Models should create an increased focus on teaching in the evaluation and reward process.
- Recognition and reward for research, teaching, and service in field settings should be part of the model. Institutions might implement a model to accept significant field service with an action research component geared to the local setting as being comparable to one national refereed article, similar to that of the University of North Texas and the University of Michigan. Faculty who are rewarded for significant contributions in field settings may well bring recognition

to the university in ways that enhance public trust that the institution does meet current societal needs.

- Research should be appropriate to the missions of the institution, college, and department, and to the needs of society. Furthermore, research should be applicable to current issues and significant in suggesting improved ways of meeting needs of society as well as of students.

- Universities should provide mentors for junior faculty who strive to become successful in each of the three traditional areas, or experts in one area.

- Collaboration within and among academic departments and colleges for teaching, research, and service activities should be encouraged to construct knowledge and experiences applicable to changing perspectives in society.

- Differentiated faculty lines should be developed and offered to allow faculty to succeed in their chosen areas of expertise, while maintaining some productivity in all three traditional areas.

The challenge is given to institutions of higher education to take the call for change, supported by data from the investigation reported by this task force, and implement systemic change in how faculty are rewarded in tenure, promotion, and stipend processes.

Conclusion

The traditional university was founded on the idea of three missions to society: teaching, service, and research. Because of historical accidents and economic pressures, the first and foremost of these missions, teaching, has too often been sacrificed, along with service, for the sake of the third mission. This imbalance in emphasis has been accentuated by the current reward system for faculty and has become ingrained in the culture of the university.

A concerted effort by all parties involved in higher education is needed to develop new reward models that will change the focus of faculty efforts and, in time, change the norms and expectations of the university. This change is necessary if public trust and confidence in higher education are to be restored.

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APPENDIXES

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APPENDIX A

THE SID W. RICHARDSON FOUNDATION FORUM

The Sid W. Richardson Foundation Forum began in the late 1980s as a result of debates surrounding the issue of change in educator preparation and effective schooling. As chair of the Governor of Texas' Select Committee on Public Education in 1988, Larry Jenkins was a participant in the Education Summit: A Fortune Magazine Seminar, held in Washington, D.C. Numerous national leaders from business, education, and government met at this summit to discuss the necessity for radical changes in school practices. Discussants concluded that a similar summit should be held in each state in an effort to build partnerships.

As a result, Mr. Jenkins led the move to organize a summit for corporate leaders in Texas. The 1989 state summit focused on efforts to involve businesses in educational reform. The meeting was sponsored by the Texas Research League and the Young Lawyers Forum History Association. Exxon Foundation and Southwestern Bell provided funding for the conference. The enthusiasm, energy, and ideas generated by summit participants led to the creation of the Texas Business and Education Coalition (TBEC). This coalition emerged to provide leadership to grass-roots coalitions and to encourage collaboration among concerned individuals and organizations at state and local levels.

Several task forces emerged from the TBEC organization. One of the early task forces addressed issues surrounding curriculum, instruction, and technology at the public school level. Part of the work of this task force was to examine administrator and teacher preparation. Task force members concluded that changes were imperative in educator preparation programs if public schools were to become more successful. Recognition of a move toward more intensive clinical experiences and more cooperative, collaborative relationships between universities and schools was a critical outcome of the task force work. A design team outlined critical elements of professional development schools to determine important principles which should be considered in developing and implementing field-based preparation programs.

Valleau Wilkie, Jr., executive director, Sid W. Richardson Foundation, was approached with a request to support the work of the design team. Foundation leadership responded favorably and enthusiastically to the request, and the Foundation Forum was born on October 12, 1990. The initial forum structure was an invitation to selected individuals to come together to discuss education reform. Original forum participants and authors of the Professional Development School publication included Alvis Bentley, David W. David, Tony Fracchia, Timothy P. Gangwer, Richard Halpin, Larry Jenkins, Tony W. Johnson, Bonnie Lesley, Bennat Mullen, Rebecca Palacios, Jo Helen Rosacker, Ed Seifert, Richard Simms, Douglas J. Simpson, Janet Lee Thompson, Lonnie Wagstaff, and Fletcher Wright. These participants represented a cross section of interested parties: schools, businesses, government, universities, and foundations. Members early on recognized a shared commitment to radical improvement in professional preparation of administrators and teachers, and school efficacy.

Mr. Wilkie served as convener of the forum, with Bennat Mullen as chair. The widely disseminated Professional Development School publication, recognized nationwide as a document of integrity which has had direct impact on the national move toward development of clinical field-based preparation programs, was the result of this initial task force.

The forum continued to meet to discuss the ongoing need for restructuring across educational arenas. Five task forces were commissioned during 1994 to consider specific aspects of a systemic restructuring process. The five task forces continued the commitment to radical improvement in professional education preparation, as they reviewed current practices in order to make recommendations for redesigning programs. The Sid W. Richardson Foundation Forum remained committed to a concern that quality preparation be available for teachers and administrators, with recognition of the importance of the role of the principal in public schools.

One task force looked at funding issues, another considered appropriate avenues for technology infusion, a third focused on research and development, and the fourth reviewed current practices in administrator preparation programs throughout Texas. The fifth task force was assigned the task of critically looking at how higher education institutions reward faculty in tenure and promotion practices, across institutional lines. The Task Force on Restructuring the University Reward System was spurred by the need to improve the preparation of teachers and administrators, yet members recognized that systemic change must occur throughout higher education, not solely in professional education programs.

In response to Ernest Boyer's call for change in how universities reward faculty, the Restructuring Task Force initiated a study focused on the need for, and the impacts of, change in university reward systems. The process began with monthly meetings to discuss and review written reports calling for change in higher education operational procedures.

An initial report, submitted to the forum along with reports from the other four task forces, identified concerns and made recommendations for change in how higher education rewards its faculty in tenure and promotion decisions, particularly in educator preparation programs. This early report was based on discussant deliberations and considerations of other works. The Restructuring Task Force then elected to follow Boyer's and others' work in looking nationally at practices and protocols for tenure and promotion considerations. This phase focused on initiation of a national study. Findings of the survey comprise the essence of this document, defining changes needed in reward system processes and procedures. The investigation had a national focus in order to present a national message.

APPENDIX B

MANUSCRIPT AUTHORS

Any publication is dependent primarily on its authors and those who serve in supporting roles. Appreciation is extended to the following members of the Restructuring Task Force who served as primary authors of this publication. Recognition is given to the many hours of time and energy expended in this effort to raise national attention to the necessity for a major restructuring of how university faculty are rewarded in tenure and promotion considerations.

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APPENDIX C

THE SID W. RICHARDSON FOUNDATION FORUM RESTRUCTURING TASK FORCE

The Sid W. Richardson Foundation Forum Task Force on Restructuring the University Reward System met monthly for a period of almost two years. Purposes were to discuss issues related to current practices regarding how institutions of higher education reward faculty, to ascertain public recognition of a need for change in how faculty are rewarded, and to identify strategies for studying current practices and perceptions surrounding the issue of university reward systems. Members planned and developed questionnaires which were sent to randomly selected institutions, for the purpose of determining current practices and perceptions. Task force participants continued to dialogue about the findings from the questionnaire study and to prepare the report for publication.

Sincere appreciation is expressed to the following persons who gave a significant portion of their time and energy to the task of identifying how higher education might restructure its reward system. The diversity of the participants ensured a range of perspectives among education, business, and industry. Valleau Wilkie, Jr., executive director of the Sid W. Richardson Foundation, met with the task force on occasion to hear progress made in the study and to offer support for the task force work.

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APPENDIX D

DIFFERENTIATED STAFFING MODEL

The following model is presented as an example of how differentiated staffing might work. In this model, the reward structure is divided among four differentiated roles for faculty members:

- Role A consists of only teaching (100%);
- Role B consists of teaching (50%) and research (50%) [including outside funding and publishing];
- Role C consists of teaching (50%) and service to the profession (50%); or
- Role D consists of teaching (50%), research (25%), and service (25%).

A differentiated staffing model implies that personnel identified with Role A would have very heavy teaching loads; e.g., teaching 12-15 contact hours per week with course enrollments of between 20-40 students for three different courses, or teaching nine contact hours per week in courses with substantially large enrollments with 80 or more students enrolled in each section. The instructor would teach at least two different courses. Promotion, tenure, and merit salary would be restricted entirely to processes dealing with the assessment of teaching effectiveness.

The model implies that personnel identified with Role B would be teaching six contact hours in two different courses and be expected to engage in serious research and funding efforts. Promotion, tenure, and merit salary would call for valid and reliable processes to assess both teaching effectiveness and research contributions.

Personnel identified with Role C would be teaching six contact hours in two different courses and would be providing heavy service to the department, college, or institution. Promotion, tenure, and merit salary would call for processes to assess both teaching effectiveness and quality of service. Service would be identified through professional activities, such as service related to placing students in field-based settings, service related to working in professional development schools, or service associated with quasi-administrative activities such as assistant department chair for graduate programs.

The differentiated staffing model implies that personnel identified with Role D would be teaching six contact hours, be making some contributions in research funding and publishing, and be involved in some service activities, such as serving as a mentor for new faculty; chairing graduate students' committees; chairing a curriculum effort in the department, college, university, or public schools; or serving on accreditation committees. Assessment strategies would involve all three areas.

This model is only one of many which might be suggested. Other models might:

- allow faculty to identify a particular tripartite focus when initially hired;
- encourage faculty to select a particular scholarly focus each year in the tenure and promotion process, ensuring success in all tripartite areas by the time tenure decisions are made; or
- identify particular institutional missions which direct faculty in one or two selected areas, rather than all three.

APPENDIX E

ACKNOWLEDGMENTS

Those who serve in supporting roles are critical to the development of any publication. Persons who deserve particular appreciation from the task force include Michelle Mann Reed, an undergraduate student in teacher education at the University of North Texas, who diligently worked as a research assistant to gather necessary information for the national study and who created the database for analysis, and Shalong Du and Amy Rau, graduate research assistants at the University of North Texas, who assisted in data analysis.

A significant group of people, identified in Appendix C, are those who served as discussants for the task force over a period of twenty months, convening in monthly meetings to deliberate the process leading to the publication. Southwestern Bell Telephone Company in Dallas provided space and meals for the monthly meetings of the task force. The early direction from the Sid W. Richardson Foundation Forum, under the leadership of Bennat Mullen, gave impetus to the ongoing work of the task force, particularly in establishing a goal and mission which ultimately led to the national study.

Most importantly, appreciation is expressed to the Sid W. Richardson Foundation and its executive director, Valleau Wilkie, Jr., for the support provided throughout the process. This support was critical to the completion of the work of the task force and to the publication of this document.

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